

*English language*



# **BUSINESS ENGLISH**

## **2**

**SECOND TERM**  
...pages

**PARALLEL  
PAPERS**

TEACHER: EUGENIO FOUZ  
STUDENT:

|  |  |
|--|--|
| <i>Student's last name and first name .....</i>    |  |
| <i>Marks.- 1st/2nd/3rd term</i> <i>DATE: .....</i> |  |
| 05 notebook  |  |
| 10 test  |  |
| 04 behaviour (oral marks, punctuality, attitude)   |  |
| 20 control   |  |
| 05 notebook  |  |
| 20 control   |  |
| 06 attendance (active)                             |  |
| 30 PROGRESS exam (reinforcement, revision exam)    |  |

## **ESL 2.-second term**

### Irregular verbs II

be was/were been-ser/estar

bite bit bitten-morder

break broke broken-romper

can could - - - -poder

come came come-venir

deal dealt dealt-tratar

do did done-hacer

draw drew drawn-dibujar

\*\*

fall fell fallen-caer

feed fed fed-alimentar

fight fought fought-pelear

find found found-encontrar

forgive forgave forgiven-perdonar

get got got-conseguir

give gave given-dar

go went gone-ir

\*\*

have had had-haber/tener

hear heard Heard-oír

hide hid hidden-esconder

know knew known -saber/conocer

learn learned / learnt learned / learnt-aprender

leave left left-dejar/irse de

let let let-permitir

lose lost lost-perder

\*\*

make made made-hacer/fabricar

pay paid paid-pagar

read read read-leer

say said said-decir

see saw seen-ver

sell sold sold-vender

shut shut shut-cerrar

sit sat sat-sentarse

\*\*

sleep slept slept-dormir  
smell smelt smelt-oler  
speak spoke spoken-hablar  
spoil spoilt spoilt-estropear  
stand stood stood-estar de pie  
swear swore sworn-jurar  
take took taken-tomar, llevar  
tell told told-decir/contar

\*\*

weep wept wept-llorar  
write wrote written-escribir



\*

## **ESL 2. second term**

### Regular verbs II

allow allowed allowed-permitir  
avoid avoided avoided-evitar  
annoy annoyed annoyed-molestar  
change changed changed-cambiar

\*\*

cheat cheated cheated-engañar, hacer trampa  
clean cleaned cleaned-limpiar  
hate hated hated-odiar  
ignore ignored ignored-ignorar

\*\*

kill killed killed-matar  
miss missed missed-echar de menos, perder  
need needed needed-necesitar  
notice noticed noticed-darse cuenta

\*\*

offer offered offered-ofrecer  
owe owed owed-deber (deuda)  
print printed printed-imprimir  
pull pulled pulled-tirar de algo

\*\*

punish punished punished-castigar  
relax relaxed relaxed-relajarse  
remember remembered remembered-recordar  
stare stared stared-mirar fijamente

\*\*

study studied studied-estudiar  
thank thanked thanked-dar las gracias  
wait waited waited-esperar  
walk walked walked-caminar

\*\*

warn warned warned-avisar, advertir  
work worked worked-trabajar

*SAMPLE OF CONJUGATION LEXICAL VERBS*  
(irregular verbs)

Conjugate the present continuous tense in the AFFIRMATIVE form of to BUY.comprar (translate one form into Spanish)

I am buying / You are buying /She is buying  
We are buying / You are buying.vosotros estáis comprando / They are buying

|   |
|---|
| be was/were been: ser, estar<br>begin began begun: empezar<br>bring brought brought: traer; llevar<br>broadcast broadcast broadcast: emitir<br>buy bought bought: comprar<br>catch caught caught: coger, atrapar<br>choose chose chosen: elegir<br>come came come: venir<br>cost cost cost: costar<br>cut cut cut: cortar |
|---|

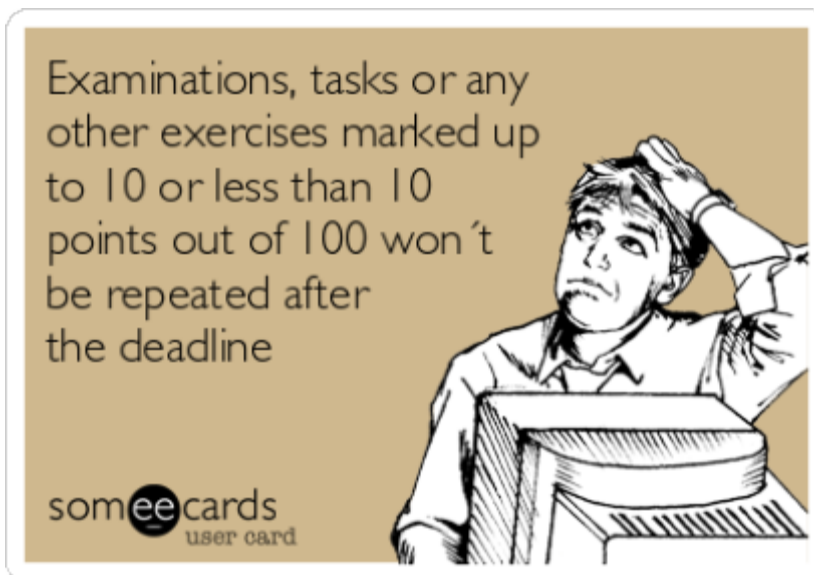
|  |
|--|
| do did done: hacer<br>draw drew drawn: dibujar<br>dream dreamt/dreamed dreamt/dreamed: soñar<br>drink drank drunk: beber<br>drive drove driven: conducir<br>eat ate eaten: comer<br>feel felt felt: sentir<br>forbid forbade forbidden: prohibir<br>forecast forecast forecast: prever, predecir<br>forget forgot forgotten: olvidar |
|--|

- 1.Conjugate the present progressive tense (or present continuous tense) in the NEGATIVE form of to CUT.cortar
- 2.Conjugate the present simple tense in the AFFIRMATIVE form of to DRAW.dibujar
- 3.Conjugate the past simple tense in the NEGATIVE form of to BE.ser o estar
- 4.Conjugate the past simple tense in the AFFIRMATIVE form of to COME.venir
- 5.Conjugate the future simple tense in the INTERROGATIVE form of to FEEL.sentir
- 6.Conjugate the past simple tense in the NEGATIVE form of to EAT.comer
- 7.Conjugate the present continuous tense in the INTERROGATIVE form of to DRAW.dibujar
- 8.Conjugate the future simple tense in the NEGATIVE form of to FORBID.prohibir
- 9.Conjugate the past simple tense in the INTERROGATIVE form of to DO.hacer

EF.-170317

## **Reminder on attendance, webpage and notebook**

- 1.-Be punctual in the classroom
- 2.-Be quiet
- 3.-Bring your books, dictionaries and copies
- 4.-Speak English (do not speak Spanish)
- 5.-Take notes in your notebook
- 6.-Copy the homework and do it
- 7.-Keep your NOTEBOOK clean and number all exercises
- 8.-Get Parallel Papers
- 9.-Buy all Reading Books
- 10.-Use your English/Spanish dictionary in class and at home



You are expected to attend classes and examinations. Missing classes or any test can't be the rule but the exception.

Visit the **webpage** to search for information, timetables, events, etcetera

Visit **Aula Virtual** (@moodle) at least once a week

**Eugenio Fouz**  
**17.06.17**

## Functional language.-ESL 2 (2.7)

### **How to interrupt somebody politely**

I'm sorry to interrupt, but...

Sorry, I didn't catch that, is it possible to repeat the last point...

Excuse me (name), may I add to that...?

I don't mean to intrude...no quiero interrumpir ...

Can I just say something here?

Sorry, but I think ...

### **How to avoid interruption politely**

Can I finish?.¿puedo terminar?

Sorry, I won't be long...

Please, let me finish.por favor, déjeme acabar

\*\*

### **Making suggestions**

We could have a meeting in five minutes...

How about reading that letter now?.¿qué tal si leemos esa carta ahora?

Why don't you explain it to us?.¿por qué no nos lo explicas?

Why don't we start the translation?

Shall we open the windows?.¿abrimos las ventanas?

I suggest we finish this task first. Do you agree?

### **Accepting suggestions**

Fine! Oh, good idea

That's OK.Está bien

Yes, I think we should do it

That's a great idea!.es una idea genial!

Let's go! / Let's have a rest, then!

### **Rejecting suggestions**

I'm not sure about that.no estoy seguro sobre eso

I don't think that will work

I'm afraid I can't / I'm afraid I won't.me temo que no puedo



## Cockney Rhyming Slang



Cockney Rhyming slang is a coded language invented in the nineteenth century by Cockneys so they could speak in front of the police without being understood. It uses a phrase that rhymes with a word, instead of the word itself – thus 'stairs' becomes 'apples and pears', 'phone' becomes 'dog and bone' and 'word' becomes 'dicky bird'. It can become confusing when sometimes the rhyming part of the word is dropped: thus 'daisies' are 'boots' (from 'daisy roots').

What or who is a Cockney?

A cockney traditionally is a person born within hearing distance of the sound of Bow bells, meaning within the sound of the bells of the Church of St Mary Le Bow in Cheapside, London, EC2 and refers to an East London accent, however to most people living outside London the term Cockney means a Londoner.

History of Cockney Rhyming Slang

The cockney language can be traced back to the early part of the 19th Century, when Sir Robert Peel formed the first Police force stationed at Bow Street, London. They were known as the Bow Street Runners, Peelers and even Bobbies (Robert - Bob). This was in 1824, and the slang, as mentioned above, was to hide the true meaning of discussions from both the Police and the nonces (informers for the Police).

### Examples of Cockney Rhyming Slang Cockney :meaning / Example

Adam and Eve: believe / I don't Adam and Eve it!  
Apples and Pears: stairs / Get yer Bacons up the Apples and Pears.  
Army and Navy: gravy / Pass the Army and Navy.  
Bread and Honey: money / I wish I had loads of Bread.  
Christian Slater: later / See ya Slater.  
Dicky Bird: word/ He hasn't said a Dicky bird in hours.  
Donkey's Ears: years / Ain't seen you in Donkeys.  
Jimmy Riddle: piddle (urinate) / I really need to go for a Jimmy.  
Lemon Squeezy: easy / It was Lemon, mate.  
Rabbit & Pork: talk / She Rabbits on a bit.

### Ten tips for a student in a test

A student must not talk  
A student must not cheat in the test  
A student must be punctual  
A student must not bring a mobile phone to school  
A student must be relaxed in the classroom  
A student should have gone to the toilet before the test starts  
A student must take at least 2 ball pens to the classroom  
A student must concentrate on his own exam  
A student must have clear, nice handwriting  
A student must write his name and surname, the class group he belongs to and the date unless the teacher suggests not to do so

### Some specific points in written tests

In **reading comprehension exercises** a student doesn't have to copy literally the words from a text to answer the questions. The right thing to do is using his own words

Whenever a student is asked for an answer, **one word is not enough**. For example, if the question says "Are you English?" you shouldn't answer "No" but "No, I am not" or if the question is "Can you type?" you should answer "Yes, I can" or "No, I can't" but never "Yes" or "No": Show that you understand the question and that you can give right answers.

In an **exercise of translation or passing sentences from Spanish into English** or the other way round, never leave blank spaces or write Spanish words or French words.

In an exercise of **matching words and images**, for example, do not draw lines or arrows, but put numbers next to each word and letters next to the matching image.

When you are asked to **fill in the blanks** in a grammar or vocabulary exercise, write neatly and show your good handwriting. If you make a mistake, cross out the word or phrase, put a number like this (1) and then, copy that reference (1) below and put the answer there.

Always **revise your test** before handing in to the teacher. Also have a look at the *top part of the A4 paper* and check that you have written your **personal data (surname, class group, date)**

CONJUGATION of LEXICAL VERBS:

TO WASH WASHED WASHED: lavar

**Present Simple tense (AFF)**

I wash, you wash, she washes (ella lava), we wash, you wash, they wash

**Present Simple tense (NEG)**

I do not understand, you do not understand, she does not understand, we do not understand (nosotros no entendemos), you do not understand, they do not understand

**Past Simple tense (AFF)**

I saw, you saw, she saw, we saw, you saw, they saw (ellas vieron / ellas veían)

**Past Simple tense (INT)**

Did I phone?, did you phone, did he phone? (¿telefoneó él?), did we phone? did you phone? did they phone?

**Future Simple tense (AFF)**

I will learn, you will learn (tú aprenderás), he will learn, we will learn, you will learn, they will learn

**Future Simple tense (NEG)**

I will not learn / I won't learn, you will not learn, she will not learn, we will not learn, you will not learn, they will not learn

CONJUGATION of AUXILIARY VERBS:

TO BE WAS/WERE BEEN: ser, estar

CAN COULD: poder

SHALL SHOULD: querer

MUST "HAD TO": deber

**Present Simple tense (AFF)**

I am, you are, she is, we are, you are (vosotras soís), they are

**Past Simple tense (AFF)**

I was, you were, she was, we were, they were (ellas eran)

**Future Simple tense (INT)**

Will I be?, will you be?, will she be? (¿será ella?), will we be, will you be? will they be?

\*\*

EXTRA

*Subject + am / are / is + Ving + complements*

Present Continuous tense (AFF)

I am talking, you are talking, she is talking, we are talking, you are talking (vosotros estáis hablando), they are talking

Present Continuous tense (INT)

Am I drinking?, are you drinking?, is she drinking?, are we drinking, are you drinking?, are they drinking? (¿están bebiendo ellos?)

## Simple Past theory

FORM : [VERB+ed] or irregular verbs

You called Debbie. / Did you call Debbie?

### USE 1 Completed Action in the Past

Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

I saw a movie yesterday. / I didn't see a play yesterday.

### USE 2 A Series of Completed Actions

We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

I finished work, walked to the beach, and found a nice place to swim.

He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00.

### USE 3 Duration in Past

The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

I lived in Brazil for two years.

They sat at the beach all day.

We talked on the phone for thirty minutes.

### USE 4 Habits in the Past

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

I studied French when I was a child.

He didn't play the piano.

They never went to school, they always skipped class.

### USE 5 Past Facts or Generalizations

The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the Simple Past is quite similar to the expression "used to."

She was shy as a child, but now she is very outgoing.

He didn't like tomatoes before.

<http://www.englishpage.com/verbpage/simplepast.html>

Functional language  
chalkboard I  
20032017



Excuse me

Excuse me, can you repeat that, please?.disculpe, ¿puede repetir ... ?  
Can I take my cell phone?.¿puedo coger mi ... ?  
Don't worry!.¡no se preocupe!

OK / I see.ah, vale  
How do you pronounce ...?.¿cómo ... ?  
I have forgotten it.lo he olvidado

Could I say this in English?.¿podría decir esto en inglés?  
My surname is Jenkins.mi ... es Jenkins  
I can spell it. ...

Shall I read this paragraph?. ...  
Have we done these exercises?.¿hemos hecho estos ejercicios?  
Can I clean the blackboard?...

OK, I'll copy that. ...  
You have to take notes....  
By the way.por cierto / a propósito

What is...?.¿qué es...?  
I haven't written anything. ...  
No chewing gum, please!.sin chicle, ....

Quick!.¡rápido!  
What time is it, please?. .... ?  
It is ten past 2.son las 2 y diez

## **What are some great study tips, for those who feel they do not study properly?**

Lukas Schwekendiek

Life Coach, Speaker, Writer. Published on TIME, INC & Huffington Post.

Written Sep 26.-*Quora*

If you do not think you are studying properly you need to up your game. This is important to you but you are feeling like you are either not living up to what you could do or living up to what you must do to get the life that you want.

To solve this follow these tips:

1. Plan out as much as you can. The best first step is to get busy. We all know the famous saying “Either get busy living or get busy dying” and this holds true for every area of life.

Make your schedule so packed with activity that you do not have time for anything outside of it. **DISCLAIMER:** That does NOT mean to pack your schedule full with study time or productive activities. You need your rest and relaxation as well, but plan it!

A packed schedule will get you to do what you want, when you want, for whatever reason you want. This is your schedule, your plan, and you are free to make it the way you desire. But having it will remove distractions and stop you from wasting too much time.

2. Use your sleep. Psychologists have discovered that you remember more if you sleep on it. During Rapid Eye Movement Sleep, or REM sleep, our brain transfers information in our short-term memory to our long-term memory.

And studies have shown that if you take a longer nap, or go to sleep right after studying, you will remember more for a longer time. The naps should be at least 90 minutes long to get you through a full sleep cycle.

3. Pull Distracting thoughts out of your mind. Does it ever happen to you that you study and during that time you think about all the other things you have to do? That you still need to buy milk, still need to pick up some money from the bank or pay a bill?

If so, then you know that while these thoughts are circulating in your mind you will not be able to concentrate. You say you will do it later and then, 5 minutes later, your brain goes “Hey... It’s later... Are you gonna buy that milk now?” and you get distracted again...

Start writing down these thoughts and plan a time during which you will do it. I keep a notepad next to me while I work so I can write down anything that I still need to do. I will also think of an exact date and time to do it, so whenever the thought pops back up I just need to look at the notepad, see the task written there and feel as if it were accomplished already.

4. Focus on the Textbook. Textbooks are the bibles of any course. Your professors base their curriculum on one or two textbooks and try to align all the material in the course with it.

If you know what textbook it is, then all you need to do is focus on that book. Worst case scenario, you get a question wrong on the test because you wrote what the book said and not what the professor said, so you reference the book and probably get it fixed.

The best way to think of your course or class is as a summary of the textbook. And the most effective way to study is to read the chapter that is going to be discussed next time in class, then go to class to ask your questions, and then read the chapter again.

This will give you the most benefit and you will remember the most out of any other study habits.

5. When you read, focus on the keywords. Keywords are concepts, or vocabulary that is crucial to understanding the chapter and content. The paragraphs surrounding the keywords plus the paragraph the keyword is in are the ones that are most important.

If you are crunched for time then only read those paragraphs and ignore the rest. You will get 80% of value from just these few paragraphs every time.

If you can understand the keyword fully, and know how it connects to the main topics, you will have grasped most of the chapter.

6. Only focus on 15 minutes of studying at a time. Do not look at the next 8 hours that you want to study. Instead just look at what you want to achieve in the next 15 minutes.

Do you think you can answer 3 questions in 15 minutes? Read 3 paragraphs? Or maybe summarize the chapter in your own words?

The reason this is so important is because when you think about the next 8 hours you instantly get discouraged. No one wants to work hard for the next 8 hours. That seems like way too much to handle, and it is.

But everyone can do 15 minutes of work. That is incredibly easy. After the 15 minutes focus on the next 15 minutes, and so on and so forth. And when you realize you need a break, then focus on taking a break for these 15 minutes! ;)

# Functional language. ESL 2 (2.9)

## **Extremely useful phrases (II)**

yep.sipi (sí) / nope.nope (no)  
cheers!.gracias / adiós  
so so.así así / más o menos

more or less.  
watch out!.¡cuidado!  
freeze!.no te muevas

engaged!.ocupado (en el aseo)  
may I speak to ..., please?.  
thank you!. / you´re welcome!.

excuse me.disculpe (pedir permiso para interrumpir una conversación)  
sorry!.  
what do you mean?.

really?..¿en serio?  
that´s very kind of you!.  
I´m afraid I can´t.me temo que no puedo

roger.recibido (comunicación por radio)  
well done!.  
you are right.tiene usted razón / you are wrong.

## **Extremely useful abbreviations (II)**

a.m.  
cf.compare  
et al.and the others  
p.m.post meridiem (after noon) después de las 12 del mediodía o 12:00 pm

ff.following (y siguientes) [see 234 ff: ver página 234 y siguientes]  
VIP.  
Ibid.ibidem (en el mismo libro u obra citada)  
CV.curriculum vitae (curso de la vida)  
P.S.post scriptum (post data en una carta)  
op.cit. opere citato (obra citada)  
viz.videlicet (a saber)  
vs.



El futuro en INGLÉS: cómo y cuándo usar will, going to y el present continuous

Un error común que hacen los hablantes de español es usar will siempre que se refieren a una acción del futuro. Sin embargo, will probablemente es lo que se utiliza menos para hablar del futuro en inglés. En este post explicaré cómo y cuándo usar will, am/are/is going to + infinitive y el presente continuo (I'm working, He's coming, etc).

|             |
|-------------|
| <u>Will</u> |
|-------------|

NUNCA uses will para referirte a algún tipo de plan. Will se usa más para **acciones y decisiones espontáneas, además de peticiones, promesas, posibilidades y probabilidades del futuro**. A continuación explico cada uno de estos usos:

a) Peticiones

Además de "Can you..., please?", se utiliza Will en lugar de Can para pedir algo.

*Will you help me, please?*

¿Me ayudas, por favor?

*Will you come with me, please?*

¿Vienes conmigo, por favor? / ¿Me acompañas, por favor?

b) Decisiones espontáneas

Cuando se transmite una idea que no se ha decidido anteriormente y que sólo se le ocurre a quien habla en el momento, se utiliza will, o más comúnmente, la forma contraída: 'll.

Piensa en cuando suena el teléfono:

Lo cojo yo.

*I'll get it.*

*No problem; I'll do it later.*

En las situaciones a & b se utiliza mucho el presente en español pero will (o; 'll) en inglés.

c) Frases condicionales (1st conditional)

Como en español, se utiliza el presente simple después de si/if, cuando/when, en cuanto / as soon as, etc. y el futuro simple en la otra parte de la frase, por ejemplo:

*If it rains, we won't go out.*

*I'll do it when I have time.*

*As soon as I get the parcel, I'll let you know.*

d) Posibilidades

Utilizar will con maybe o perhaps (quizás, tal vez, a lo mejor, igual) es una manera de expresar posibilidad en el futuro, por ejemplo:

*Maybe I'll go to the cinema tonight.*

*Perhaps they'll call you tomorrow.*

e) Predicciones y probabilidades

Se utiliza will para hacer predicciones en inglés, muchas veces junto con el verbo think, por ejemplo:

*Who do you think will win?*

Preguntas sin auxiliares en inglés (subject questions)

*I think the economy will improve next year.*

*I don't think they'll come.*

FÍJATE que también se utiliza will con **don't think** aunque en español se utilice el presente del subjuntivo

f) Promesas, por ejemplo:

*I promise (you) I'll help them.*

*We promise (you) we'll visit you next year.*

No obstante cuando se trata de algún tipo de plan, algo ya pensado y/o decidido antes de hablar, no se utiliza will sino am/are/is going to + infinitivo o el present continuous.

|  |
|--|
| <u>am/are/is going to + infinitive</u> |
|--|

Se usa going to para **planes e intenciones del futuro**. Se trata de planes que ya tienes en la cabeza aunque los datos precisos de cuándo y dónde no se hayan concretado, por ejemplo:

*I'm going to watch a dvd this evening.*

No se ha fijado la hora exacta en la que voy a verla, será cuando me apetezca o cuando me venga bien.

*David's going to paint the living room this weekend.*

No se ha fijado la hora exacta en la que empezará.

Un buen ejemplo de cuándo usar going to es en esta época del año cuando se hacen los propósitos de Año Nuevo. Los propósitos son cosas en las que has pensado y cosas que tienes la intención de hacer, mejorar o cumplir. Por ejemplo:

*This year I'm going to improve my English. I'm going to read interesting blogs about the English language and I'm going to read a newspaper article and watch a news report every day.*

Este año voy a mejorar mi inglés. Voy a leer blogs interesantes sobre el idioma inglés y voy a leer un artículo de prensa y ver un reportaje de noticias cada día.

Además, se puede utilizar going to en lugar de will para hacer predicciones si tienes más seguridad del resultado o si existe algún tipo de evidencia para reforzar lo que se dice, por ejemplo:

*I think it will rain later.*

*I think it's going to rain later.*

Basado en evidencia: hay muchas nubes oscuras, el viento va en aumento.

|                           |
|---------------------------|
| <u>Present Continuous</u> |
|---------------------------|

Si se refiere a un **plan 100% organizado, a un compromiso y se saben el cuándo y el dónde**, por ejemplo, algo que se ha apuntado **en la agenda**, se usa el **present continuous**, por ejemplo:

*I'm flying to London next week.*

*I'm having dinner with my parents on Friday.*

Ésta es la forma que se utiliza habitualmente para preguntar sobre los planes de alguien, por ejemplo:

*What are you doing tonight?*

¿Qué haces esta noche?

*Are you playing football on Saturday?*

<http://www.inglesnaturalmente.com/futuro-en-ingles/>

A controversial topic: should cell phones be allowed in the classroom?



**We should be allowed.** Why can't we use our phones when we see teachers use theirs all the time in class and outside of class? Why aren't we allowed to use them if the teachers are already breaking the rules in the first place? If teachers can use their phones, students should be allowed to as well.

\*\*

**Cell phone ban!** Cell phones cause distraction in class to teachers and students alike. It is simply a status symbol and feeds to drama in the classroom. Phones can also be used to do criminal activity such as illegal pictures. School is a place to learn not to text with friends in the same classroom as you. When students get grades that are poor leave part of the blame on the phones.

\*\*

**They Should Be Allowed** While phones SHOULD be prohibited during class time, I see no reason for this also to apply to lunch period. Students aren't doing anything other than eating. It's their break from classes and thus they should be able to do what they want during that time, including the privilege of using their phones.

**EF.-)**

151015

## Someone Like You

Adele

I heard that you're settled down  
That you found a girl and you're married now  
I heard that your dreams came true  
Guess she gave you things I didn't give to you<sup>1</sup>

Old friend, why are you so shy?  
Ain't like you to hold back or hide from the light<sup>1</sup>

I hate to turn up out of the blue, uninvited  
But I couldn't stay away, I couldn't fight it  
I had hoped you'd see my face and that you'd be reminded  
That for me, it isn't over<sup>2</sup>

Never mind, I'll find someone like you  
I wish nothing but the best for you two  
Don't forget me, I beg, I remember you said  
Sometimes it lasts in love, but sometimes it hurts instead  
Sometimes it lasts in love, but sometimes it hurts instead

You know how the time flies  
Only yesterday was the time of our lives  
We were born and raised in a summer haze  
Bound by the surprise of our glory days<sup>2</sup>

I hate to turn up out of the blue, uninvited  
But I couldn't stay away, I couldn't fight it  
I had hoped you'd see my face and that you'd be reminded  
That for me, it isn't over<sup>2</sup>

Never mind, I'll find someone like you  
I wish nothing but the best for you two  
Don't forget me, I beg, I remember you said  
Sometimes it lasts in love, but sometimes it hurts instead, yeah<sup>1</sup>

Nothing compares, no worries or cares  
Regrets and mistakes, they're memories made  
Who would have known how bittersweet this would taste?

Never mind, I'll find someone like you  
I wish nothing but the best for you  
Don't forget me, I beg, I remember you said  
Sometimes it lasts in love, but sometimes it hurts instead

Never mind, I'll find someone like you  
I wish nothing but the best for you two  
Don't forget me, I beg, I remember you said  
Sometimes it lasts in love, but sometimes it hurts instead

## A woman was given this creative note ...

BY NICOLA OAKLEY

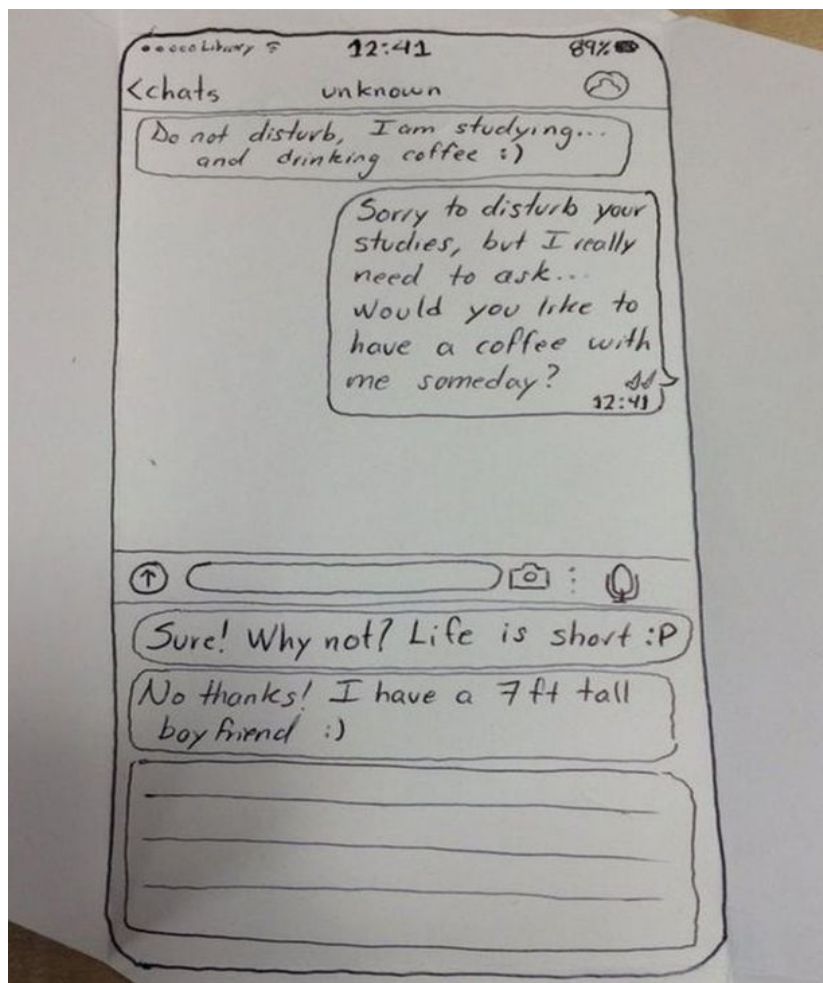
Mirror. UK

20 NOV 2015

*A woman was given this creative note by an admirer and called it 'the most awkward experience of my life'. He clearly spent a lot of time and effort on it - but it hasn't all gone to waste...*

In this digital age, it's easy to assume that the days of old-fashioned 'courting' are long gone. Nobody writes letters anymore. It's all about swiping left or right, knowing he's seen your message because 'there are two blue ticks' and agonising over how long to leave before you reply. But one young man decided to inject a bit of creativity - and a lot of effort - into his offer of a date to a girl.

Naomi Lucking, a student at the University of Southampton, was sitting in the library when a man came over and gave her a note. He had gone to the trouble of drawing out an iPhone screen displaying a new WhatsApp notification - and had also sketched out the 'conversation' on the inside of the note asking her to go for a coffee.



*(Effort: He hadn't left out any details - even including the ticks that show your message has been read)*

Naomi posted a photo of the message on her Twitter account - where it has since been shared over 30,000 times - along with the caption: "Some guy in the library gave me this and it was the most awkward experience of my life. 10/10 for creativity though".

Alfonso told the BBC : "I wasn't supposed to talk to someone because it was a quiet room, so I thought about doing something creative. "I really wanted to do it in an original way. She was using her phone and I thought she can pay attention to this and not to her phone."

So detailed is the drawing, it includes signal strength, a wifi logo, a timestamp (which changes when you 'open' the conversation) and even its battery life, also changing between 'screens'.

@emilydissx I just laughed and said 'actually he's 6ft3', he looked so crushed

— Naomi (@naomilucking) November 17, 2015

The note also included a choice of response for Naomi to select - either agreeing to the offer of coffee or saying "No thanks! I have a 7ft tall boyfriend"

Sadly, the romantic's efforts were fruitless. Naomi tweeted: "I just laughed and said 'actually he's 6ft3', he looked so crushed." But it's not all bad news for Alfonso. According to the BBC, he has received lots of offers from female suitors since Naomi posted the picture with his mobile number online. He told them that the reaction to his note has been "a really great experience."

All's well that ends well.

**“Gaudeamus igitur,  
iuvenes dum sumus.  
Gaudeamus igitur,  
iuvenes dum sumus.  
Post iucundam iuventutem,  
post molestam senectutem,  
nos habebit humus  
nos habebit humus.**

Vivat Academia,  
vivant professores  
Vivat Academia,  
vivant professores.  
Vivat membrum quodlibet,  
vivant membra quaelibet,  
semper sint in flore  
semper sint in flore.

**Gaudeamus igitur,  
iuvenes dum sumus.  
Gaudeamus igitur,  
iuvenes dum sumus.  
Post iucundam iuventutem,  
post molestam senectutem,  
nos habebit humus  
nos habebit humus.”**

...

#### TRADUCCIÓN AL CASTELLANO

Alegrémonos pues,  
mientras seamos jóvenes.  
Tras la divertida juventud,  
tras la incómoda vejez,  
nos recibirá la tierra  
Viva la Universidad,  
vivan los profesores.  
Vivan todos y cada uno  
de sus miembros,  
resplandezcan siempre.  
Alegrémonos pues,  
mientras seamos jóvenes.  
Tras la divertida juventud,  
tras la incómoda vejez,  
nos recibirá la tierra.

**SARAH ADAMS**

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|                  |  |
|------------------|--|
| Career objective | English Key Account Manager for tolingo  |
| Education        | <p>Oct 1998 – May 2002<br/>The University of Edinburgh, Edinburgh<br/>MA Business Administration and German (2.1)<br/>Final courses included: English/German translation (1<sup>st</sup>) and German 20<sup>th</sup> Century Literature (1<sup>st</sup>).<br/>Dissertation: The future of e-commerce (1<sup>st</sup>)</p> <p>Sep 1996- July 1998<br/>College of Business, Essex<br/>A Levels: Business Studies (A), English Literature (A), German (A), Computing (B)</p> <p>Sep 1989 – July 1996<br/>Chelmsford Secondary School<br/>11 GCSEs (including Maths, English, Science)</p>   |
| Experience       | <p>Since Feb 2006 Account Manager<br/>The School of English Business, Hamburg<br/>Responsibilities: Customer acquisition, managing customer relationships, general office admin.<br/>Notable achievements: Successfully negotiating contracts with major multi-national companies</p> <p>Jan 2003 – Feb 2006<br/>Freelance translator German / English, Spanish English.<br/>Notable achievements include: translating the company brochure for LBV Insurance, translating the website for Flyhighinternational.com</p> <p>Student jobs<br/>Summer 2001<br/>TEFL teacher for Colonge English Training in Cologne, Germany<br/>Summer 2000<br/>Bar/waitressing at The Tavern in Edinburgh</p> |



## Skills

### Languages

English native speaker. Fluent in German and Spanish. Basic Arabic.

Advanced certificate of Translation from the Cambridge Institute of Translation and Languages: (passed with distinction)

### Computer skills

Comprehensive knowledge of Office applications.

## Activities

### Translation workshops

I regularly attend workshops to update my knowledge of translation tools.

Travel and Languages including a recent trip to Egypt to undertake a foundation course in Arabic.

I also enjoy reading, dance and music.

## References

References available on request.

Are you looking for the right translator for your professional application?

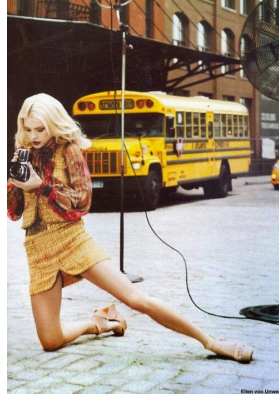
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(Please note: we support documents in Word, OpenOffice and PDF formats, no sworn translations)

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## **Acceptable Behaviour in England and the rest of Britain**



The English are said to be reserved in manners, dress and speech. We are famous for our politeness, self-discipline and especially for our sense of humour. Basic politeness (please, thank you, excuse me) is expected.

### How to greet someone

English people are quite reserved when greeting one another. A greeting can be a bright 'Hello' 'Hi' or 'Good morning', when you arrive at work or at school.

### Terms of Endearment - Names we may call you

You may be called by many different 'affectionate' names, according to which part of the England you are visiting. Do not be offended, this is quite normal. For example, you may be called dear, dearie, flower, love, chick, chuck, me duck, me duckie, mate, guv, son, ma'am, madam, miss, sir, or treacle, according to your sex, age and location.

### Interesting Fact

The 'affectionate' name 'duck' is thought to come from the Anglo-Saxon word 'ducis' which was meant as a term of respect; similar to the Middle English 'duc', 'duk' which denotes a leader, commander, general; from which comes the title 'Duke' and the Old French word 'duchéé' - the territory ruled by a Duke.

### Visiting people in their houses

When being entertained at someone's home it is nice to take a gift for the host and hostess. A bottle of wine, bunch of flowers or chocolates are all acceptable.

Sending a thank you note is also considered appropriate.

### Eating

We eat continental style, with fork in the left hand and the knife in the right.

## **In Britain...**

In England we like to form orderly **queues** (standing in line) and wait patiently for our turn e.g. boarding a bus. It is usual to queue when required, and expected that you will take your correct turn and not push in front. 'Queue jumping' is frowned upon.

Do take your **hat** off when you go indoors (men only)

It is impolite for men to wear hats indoors especially in churches.

Nowadays, it is becoming more common to see men wearing hats indoors. However, this is still seen as being impolite, especially to the older generations.

Do say "Excuse Me"

If someone is blocking your way and you would like them to move, say excuse me and they will move out of your way.

Do Pay as you Go:

Pay for drinks as you order them in pubs and other types of bars.

Do say "Please" and "Thank you":

It is very good manners to say "please" and "thank you". It is considered rude if you don't. You will notice in England that we say 'thank you' a lot.

Do cover your Mouth:

When yawning or coughing always cover your mouth with your hand.

Do Shake Hands:

When you are first introduced to someone, shake their right hand with your own right hand.

Do say sorry:

If you accidentally bump into someone, say 'sorry'. They probably will too, even if it was your fault! This is a habit and can be seen as very amusing by an 'outsider'.

Do Smile: a smiling face is a welcoming face.

Do **Drive on the left side of the road**

Do open doors for other people

Men and women both hold open the door for each other. It depends on who goes through the door first.

In Britain...

Do not greet people with a kiss:

We only kiss people who are close friends and relatives.

Avoid talking loudly in public

It is impolite to stare at anyone in public.  
Privacy is highly regarded.

Do not ask a lady her age

It is considered impolite to ask a lady her age

Do not pick your nose in public:

We are disgusted by this. If your nostrils need de-bugging, use a handkerchief.

Avoid doing gestures such as backslapping and hugging  
This is only done among close friends.

Do not spit.

Spitting in the street is considered to be very bad mannered.

Do not burp in public

You may feel better by burping loudly after eating or drinking, but other people will not! If you can not stop a burp from bursting out, then cover your mouth with your hand and say 'excuse me' afterwards.

Do not pass wind in public ;.)

Now how can we say this politely? Let's say that you want to pass wind. What do you do? Go somewhere private and let it out. If you accidentally pass wind in company say 'pardon me'.

**It is impolite speak with your mouth full of food**

**Do not ask personal or intimate questions**

We like our privacy. Please do not ask questions such as "How much money do you earn?" "How much do you weigh?" or "Why aren't you married?".

Never eat off a knife when having a meal.

**In all countries in Britain ...**

Women in Britain are entitled to equal respect and status as men (and indeed vice versa) in all areas of life and tend to have more independence and responsibility than in some other cultures. Women are usually independent and accustomed to entering public places unaccompanied. It is usual for women to go out and about on their own as well as with friends. Men and women mix freely.

*It is ok for women to eat alone in a restaurant.*

*It is ok for women to wander around on their own.*

*It is ok for women to drink beer.*

### SAMPLE OF CONJUGATION

#### LEXICAL VERBS (regular and irregular verbs)

Conjugate the **present continuous tense** in the AFFIRMATIVE form of to STUDY.estudiar  
(translate one form into Spanish)

I am studying.yo estoy estudiando

You are studying

She is studying

We are studying

You are studying

They are studying

#### Conjugation of verbs (lexical verbs)

1. Conjugate the present simple tense in the NEGATIVE form of to SELL.vender
2. Conjugate the present simple tense in the INTERROGATIVE form of to LISTEN.escuchar
3. Conjugate the past simple tense in the NEGATIVE form of to SEE.ver
4. Conjugate the present continuous tense in the AFFIRMATIVE form of to COME.venir
5. Conjugate the past simple tense in the INTERROGATIVE form of to FINISH.terminar
6. Conjugate the present simple tense in the NEGATIVE form of to PRAY.rezar
7. Conjugate the present continuous tense in the INTERROGATIVE form of to TALK.hablar
8. Conjugate the present continuous tense in the NEGATIVE form of to WAIT.esperar
9. Conjugate the present simple tense in the AFFIRMATIVE form of to FINISH.terminar

#### Cardinal numbers and ordinal numbers (in English and Spanish language)

Write these cardinal numbers in English: 1, 7, 9, 13, 21, 30, 40

1.one / 7.

Write these cardinal numbers in Spanish: from 1 to 20

1 uno 2 dos 3.

Write these ordinal numbers in English: 1<sup>o</sup>, 5<sup>o</sup>, 8<sup>o</sup>, 9<sup>o</sup>, 12<sup>o</sup>, 13<sup>o</sup>, 15<sup>o</sup>, 20<sup>o</sup>, 21<sup>o</sup>

1<sup>o</sup>. first 5<sup>o</sup>.

Write these ordinal numbers in Spanish: from 1<sup>o</sup> to 20<sup>o</sup>

1<sup>o</sup>.primero 2<sup>o</sup> segundo 3<sup>o</sup>.tercero

# Graded reader sheet

NAME AND SURNAME.....

DATE .....

CLASS GROUP.....

## Reading days

|                                  |                                   |                                     |                                    |                                  |
|----------------------------------|-----------------------------------|-------------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> Mondays | <input type="checkbox"/> Tuesdays | <input type="checkbox"/> Wednesdays | <input type="checkbox"/> Thursdays | <input type="checkbox"/> Fridays |
|----------------------------------|-----------------------------------|-------------------------------------|------------------------------------|----------------------------------|

1. You must have your **Graded Reader in class** with you.  
(Using a dictionary that day is a good idea)

2. When reading in class **try to do your best at intonation**. A question is very different from a statement. **A polite request has not got the same intonation as an exclamation of anger, for example.**

3. Another point is **reading word-by-word**, that is, pronounce every word clearly. Do not read fast to show that you are good at reading. **A good reader is the one who reads and everybody understands when he or she is reading.**

**Respect commas and stops.** Imagine yourself in an orchestra reading the score (partitura).

4. **Understand what you read.** It makes a good impression if you get the idea of what you are reading. (If you don't know a word, look for its meaning, some minutes after your reading )

## 5. TESTS:

You must **take a test** on **CONTENT** (e.g: what happens at the end of the story?, how old is the protagonist?, where does the action takes place?, etcetera ) and **FORM** , that is, vocabulary (translate sentences from English into Spanish or from Spanish into English, write the meanings of several expressions or similar questions on language)

It is possible that you take one test only or more than one test. Some tests might be **SURPRISE TESTS** on your "*reading day*". Every test counts.

Bring your graded reader to school and I suggest that you write your name and surname in more than one page inside your book.

Every book has got personal notes on vocabulary or content, sometimes.

Saying "*I 've forgotten my book at home*" or similar excuses are not to take into consideration and the reader without book will be marked "*wrong*" in the list.

**graded reader** (**graded readers plural**) A **graded reader** is a story which has been adapted for people learning to read or learning a foreign language. Graded readers avoid using difficult grammar and vocabulary.

(Collins dictionary)

Eugenio Fouz

;-)

## How to download a podcast



1. type this: [bbc.co.uk/podcasts](http://bbc.co.uk/podcasts) in the **google** search window
2. when you reach the page from the [bbc.co.uk/podcasts](http://bbc.co.uk/podcasts), move your mouse downwards to the bottom.
3. find the word PODCASTS and click on it.
4. look for the category named **learning**. Click on that box.
5. you will see lots of pages like covers of magazines. Choose a topic you fancy listening.
6. read the brief information provided there by the BBC.
7. have a look at the DURATION of the MP3 audios. Some audios last for 40 minutes whereas some others only last for 3 minutes.
8. click on the podcast group you want to listen with the left button of the mouse. Shortly afterwards the screen of the computer or smartphone will be filled with lots of podcasts to download.
9. choose one. Click on that one with a touch over the right button of the mouse.
10. if everything is fine, there will be an icon of a MP3 audio file download into the downloads folder.
11. it is your choice to direct the download into your desktop.
12. podcasts can be listened in a MP3 player, computer or smartphone.
13. listen to podcasts for a minimum of 3 times. Focus on language (pronunciation, intonation, vocabulary, grammar) as well as on content (the story).

Enjoy the listening.

☺ **Eugenio Fouz.- 151215**